**Guidance on Headteacher Performance Management 2022**

**Background**

Revised appraisal arrangements came into force with effect from 1 September 2012. They are set out in the Education (School Teachers’ Appraisal) (England) Regulations 2012 (the Appraisal Regulations) which replace the Education (School Teacher Performance Management) (England) Regulations 2006 (the 2006 Regulations).

The regulations require governing boards of maintained schools to appraise the performance of their headteacher on an annual basis and to ensure that objectives have been agreed or set for the headteacher on or before 31 December each year.

The task of reviewing the performance and setting new objectives for the headteacher in a maintained school is delegated to a committee of governors consisting of three members of the governing board. The governing board of a maintained school must appoint an external adviser to support the performance management process.

Academies have no statutory obligation to carry out headteacher appraisals and can make their own arrangements but Trusts often appoint an external adviser and follow the same procedures as maintained schools.

**Appraisal of co-headteachers**

Appraisal arrangements for co-headteachers should apply on the same basis for full-time staff and part-time staff and job-sharers. The purpose of this is to ensure that both part-time and full-time staff have equivalent and fair access to developmental support and feedback.

**Executive headteacher appraisal**

If a headteacher is employed at more than one school, each governing board must ensure that appraisal arrangements are put in place for the time the executive headteacher spends at their school.

**Headteacher Performance Management: Who does what?**

**The External Adviser (EA)**

The external adviser is employed by the governing board to provide a service to them and is not a mentor for the headteacher. The external adviser helps to clarify the performance management process for governors. They support the governing board to interpret evidence and to challenge the headteacher and also to mediate between the needs of the headteacher and the school’s goals when helping to set performance objectives.

**Preparation**

**The adviser will** review:

* the school’s summary of self-evaluation and development plan and any local authority/external performance data summary report.
* the current performance management objectives and minutes/records of the governors’ interim monitoring of progress towards meeting these
* the headteacher’s view of progress towards objectives and any available evidence.

The adviser will then send preliminary advice to the appraisal panel and the headteacher providing their view of progress towards the current performance objectives and suggesting areas for development for the coming year.

**Review meeting**

The adviser will:

* meet with the headteacher and appointed governors
* give advice and support to the appointed governors in the review process.

Following the review meetings, the adviser will either:

* provide advice on the final written draft provided by governors

OR

* prepare the final draft of performance review statement

**This year, 2021/2022, has again been an exceptional year and the panel need to consider the level of impact, for example levels of absence, might have had on the deliveries of the priorities by the Headteacher. The panel also need to bear in mind that transitional statements in the Ofsted framework have now been removed, so any delay of priorities, particularly around the curriculum, should continue to be a priority for the school and the Headteacher if appropriate.**

**The governing board will:**

* appoint 3 governors as the ‘appointed governors’ for headteacher performance. These must **not** include anyone who works at the school
* appoint a panel chair from the headteacher performance management panel
* ensure that the performance management policy is working effectively and review it annually
* appoint an appeals panel consisting of governors who are not on the headteacher’s appraisal panel. If the governing board does not have enough members who are not members of staff, then a reciprocal arrangement can be made with another school.

**The appointed governors will:**

* ideally have undertaken training in this role to ensure practice is in line with current guidance
* commission evidence to be collected related to the headteacher’s performance
* provide the external adviser with the previous year’s performance management records and minutes of the governors’ interim monitoring meetings at least one week before the meeting
* agree the agenda for the performance management review meeting with the external adviser and headteacher and agree the deadline for the distribution of the preliminary advice from the external adviser
* take advice from the external adviser when agreeing objectives and reviewing the headteacher’s performance
* send the headteacher a copy of the final agreed statement within ten days of the review meeting
* make recommendations concerning salary to the appropriate pay committee
* inform the business manager if the headteacher has been awarded an extra point on the pay scale
* hold interim monitoring meeting(s) with the headteacher during the year. If marginal performance is identified, it should be made explicit and addressed in these meetings.

**The headteacher will:**

* participate in their own performance review
* undertake self-evaluation against the previous objectives and the Headteacher Standards
* assess their development needs with reference to the Headteacher Standards
* discuss possible objectives with the appointed governors and the external adviser
* present evidence on their performance to the appointed governors and the external adviser.

It is strongly recommended that the headteacher should carry out their own self-review of performance in advance of the meeting and send this to the external adviser and members of the panel. In completing their self-evaluation, the headteacher should note impact against the agreed success criteria and the evidence for this.

* Provide any further information to support their leadership role and the impact they have had. Particularly, if the Headteacher has not met the objectives set but has responded to the changing needs of the school during the pandemic.

**The Appeals Panel will:**

* hear any complaint about the performance review.

**The Performance Management Meetings**

1. **Preliminary meetings**

It is good practice for the three governors and the headteacher to have separate preliminary meetings with the adviser to discuss the adviser’s written preliminary report and suggestions for possible objectives. This must form part of the agenda agreed with the adviser before the visit.

1. **Review of previous year’s performance objectives**

The discussion between the external adviser, headteacher and governors on progress towards the headteacher’s previous objectives should take place in the context of the school’s self-evaluation. The headteacher should present evidence to support his/her evaluation. The panel of governors and the headteacher should reach a judgement about the **overall** performance of the headteacher during the year.

Where there are concerns about significant underperformance, these should be discussed, and appropriate action taken with the support of the adviser.

1. **Agreement on objectives for the headteacher for the coming year**

The panel and the headteacher should agree new objectives for the headteacher. It is good practice for governors to set headteachers specific objectives linked to their school’s priorities.

This year has been an exceptional year and performance management will need and to reflect the impact of the closure of the school during the COVID-19 lockdown and the return to full reopening of the school. Governors may also use the [Headteacher Standards 2020](https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020) as a starting point for the identification of specific objectives for the next stage of the school's continuous improvement journey, as well as to identify areas of development where the headteacher requires support and improvement.

Headteachers who are the school’s designated safeguarding leader should have a performance management objective related to the safeguarding of pupils. However, it is good practice for **all** headteachers to be set a performance management objective related to the safeguarding of pupils regardless of any additional role.

Objectives need not be limited to only one year, although where they are to extend over a longer period, they should have milestones measurable on an annual basis.

Objectives should be set for:

1. the school’s leadership and management
2. pupils’ progress
3. safeguarding
4. other, for example, related to the school’s context

**4. Agreement on performance criteria for each of the objectives**

Performance criteria should be specific, measurable, linked to pupil outcomes and achievable within the agreed timescale. It should be made clear what success will look like and how the evidence will be collected and presented.

**Discussion of headteacher’s professional development needs and well-being**

Self-improvement is key to the development of a headteacher. The current Headteacher Standards (2020) can be used by headteachers as a framework for such self-development and for them to consider what they need to do going forward to move closer to the aspirations set out in the standards.

The governing board has a statutory responsibility for the work-life balance of the headteacher. Limiting unnecessary stress; working a reasonable number of hours and meeting the demands of the role whilst maintaining a personal life, are all essential to ensuring that headteachers can effectively fulfil the role in leading a school. It is important that the performance management process explores how governors have considered this during the challenges associated with the COVID-19.

1. **Agreement on arrangements for the interim monitoring during the coming year.**

The governing board should ensure that interim meetings to monitor progress towards the agreed objectives take place during the year. It is recommended that dates are set at the time of the appraisal meeting.

**Actions following the review meeting**

As a result of this meeting, the performance review panel will decide, independently of the external adviser, whether or not to recommend any increase to the headteacher’s pay to the Pay Committee.

If the headteacher is unhappy with the outcomes of the process, he or she has the right to appeal through the appeals process contained in the school’s pay policy.

**Sample agenda for headteacher’s performance management review meeting**

A recommended agenda is set out below.

|  |  |
| --- | --- |
| **Agenda Item** | **Led by** |
| Preliminary meeting with Headteacher | External Adviser |
| Preliminary meeting with Panel | External Adviser |
| Welcome and Introductions | Chair of Panel |
| Outline of process and agreement on how evidence will be presented and evaluated | External Adviser |
| Review of previous year’s performance objectives | Chair of Panel |
| Review of overall performance of headteacher  | Chair of Panel |
| Consideration of recommendation of pay award | Chair of Panel |
| Agree objectives for the headteacher for the coming year | Chair of Panel |
| Draft performance criteria for each objective | Chair of Panel |